# Equitable Treatment of Students and Pedagogical Collaboration between Instructors In Multi-Sections

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Asian Studies | Chinese Language Program
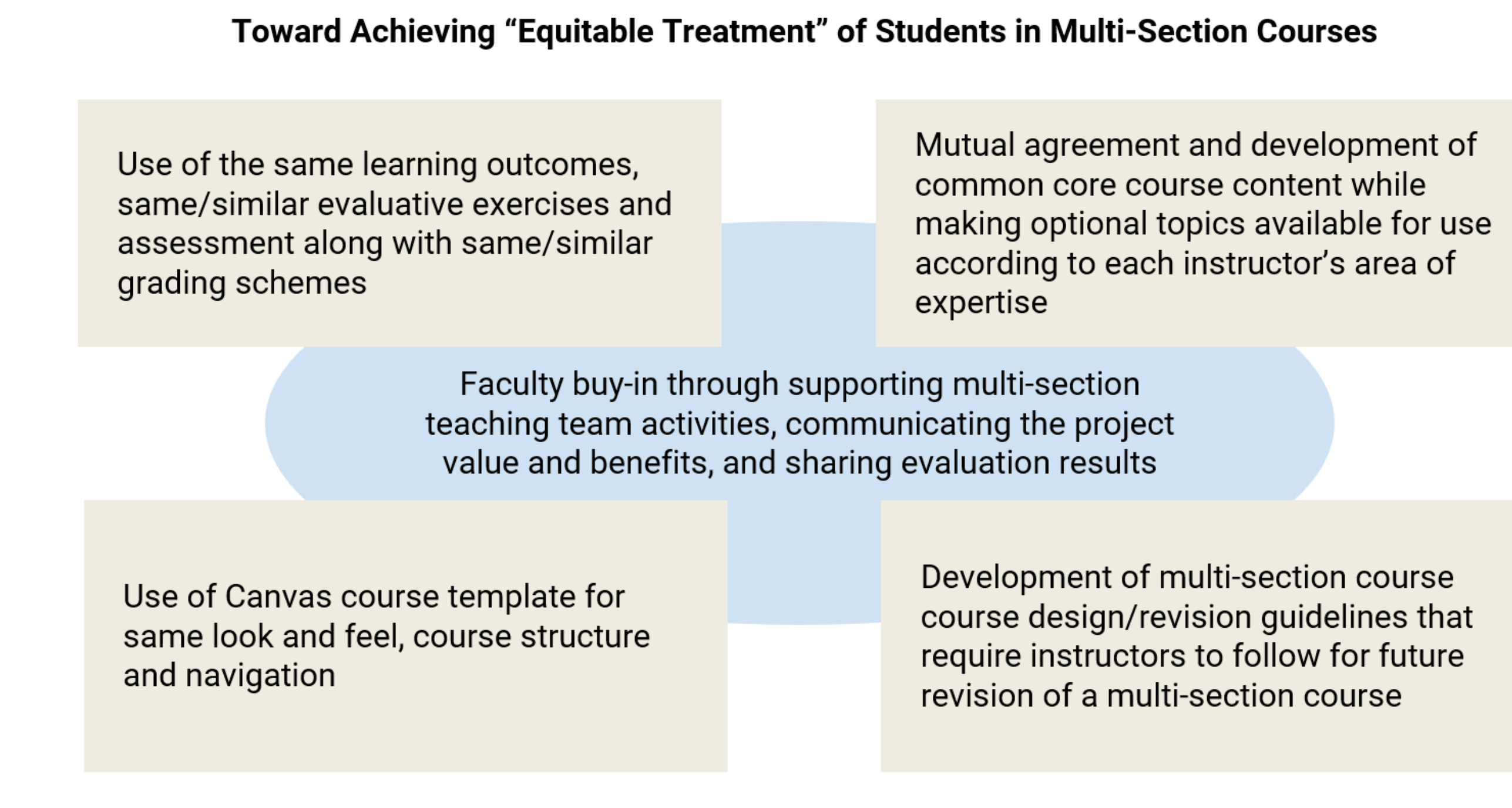
## Project Goals

We created and implemented Canvas Templates across all sections in CHIN 461/463, CHIN 471/473, CHIN 481/483, and CHIN 491/493 to realize the following goals:

- Multi-sectional pedagogical consistency in course design and delivery
- Improvement in academic communication skills in learning outcomes
- Flexibility, cost-saving knowledge sharing, and online community in learning experience
- Connection of course designers and deliverers to establish collaborative team

## Context and Overview

- High enrollment In CHIN 461/463, CHIN 471/473, CHIN 481/483, and CHIN 491/493 led to a special challenge to both instructors and students in multi-section courses and we need to ensure "equitable treatment" (e.g., consistency in learning outcomes, course content, learning activities and evaluation of student learning) of all students.
- This multiple-year project (2019/20/21/22) aims to construct Canvas templates for all eight courses so as to enhance the teaching and learning experience across multi-sections.

## Conceptual Framework and Project Evaluation

**Toward Achieving "Equitable Treatment" of Students in Multi-Section Courses**

- Use of the same learning outcomes, same/similar evaluative exercises and assessment along with same/similar grading schemes
- Mutual agreement and development of common core course content while making optional topics available for use according to each instructor's area of expertise
- Faculty buy-in through supporting multi-section teaching team activities, communicating the project value and benefits, and sharing evaluation results
- Use of Canvas course template for same look and feel, course structure and navigation
- Development of multi-section course course design/revision guidelines that require instructors to follow for future revision of a multi-section course

## Multi-Sectional Consistency

All 8 Canvas templates provide the following "equitable treatment":

- Master design of modularized learning
- Assignments design in alignment with learning objectives
- Course banner combination signaling visual consistency



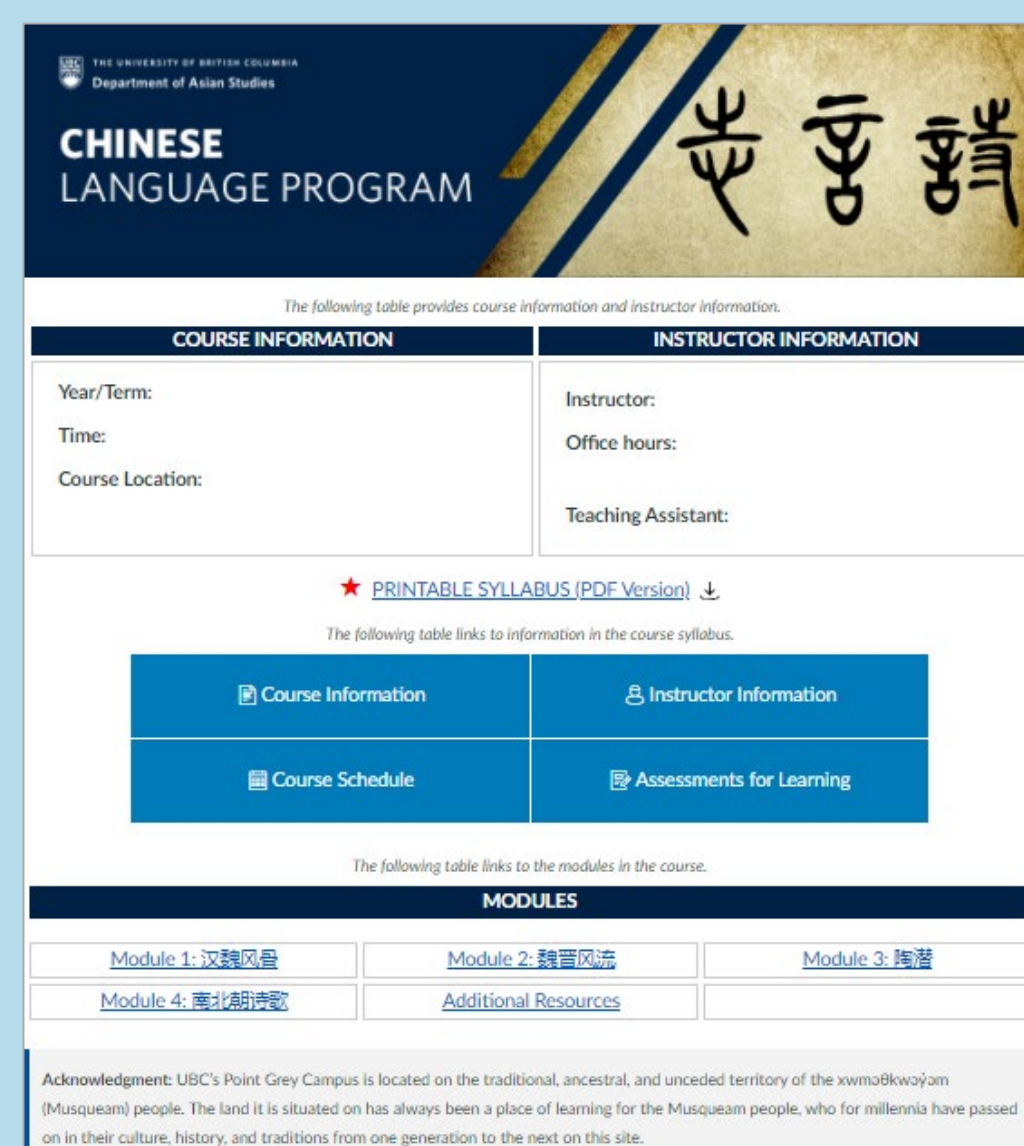**Figure 1 |** TLEF Template CHIN 463 Homepage
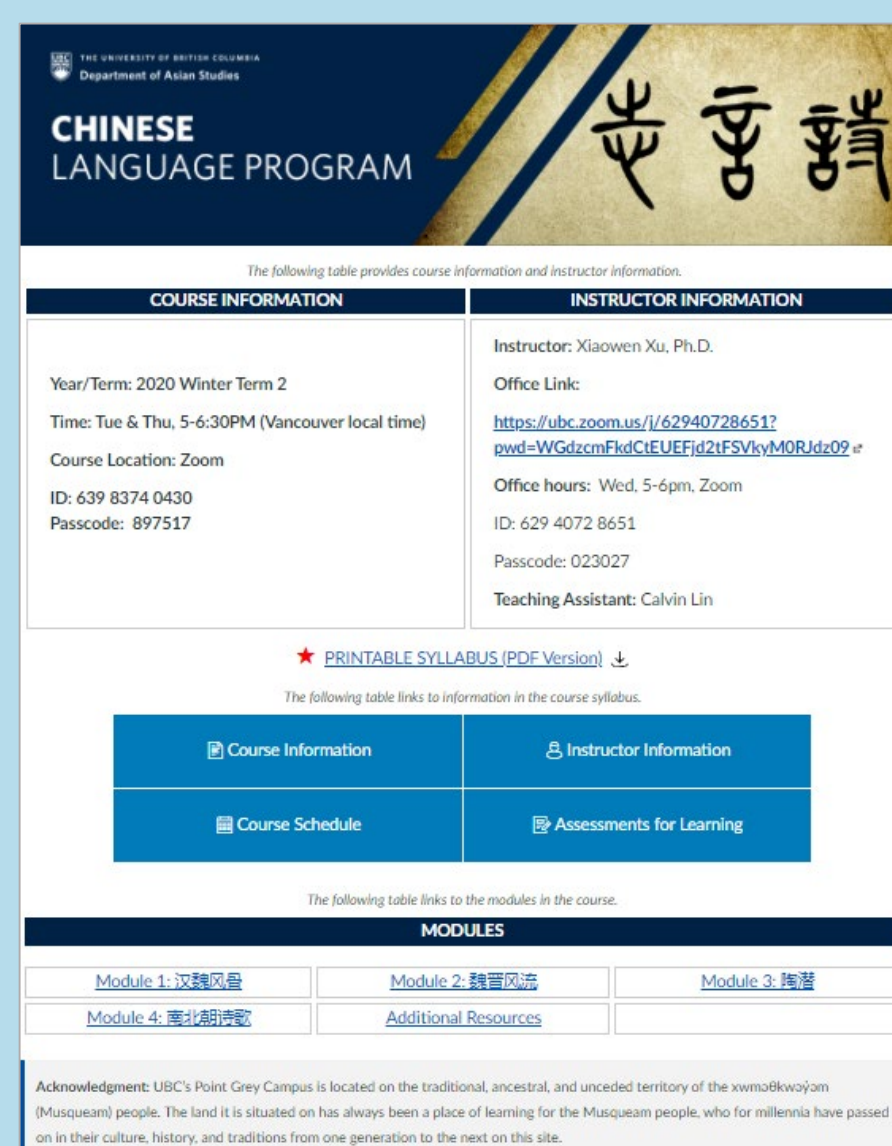


**Figure 2 |** CHIN 463 001 2020W2 Homepage



**Figure 3 |** Course Banners

CHIN 461 CHIN 463 | CHIN 471 CHIN 473 | CHIN 481 CHIN 483 | CHIN 491 CHIN 493

## Learning Outcomes

All 8 courses enhance academic quality in students' learning with

- Enriched course contents and learning modes
- Standard academic writing skills training
- Experiential learning activities on Canvas Templates
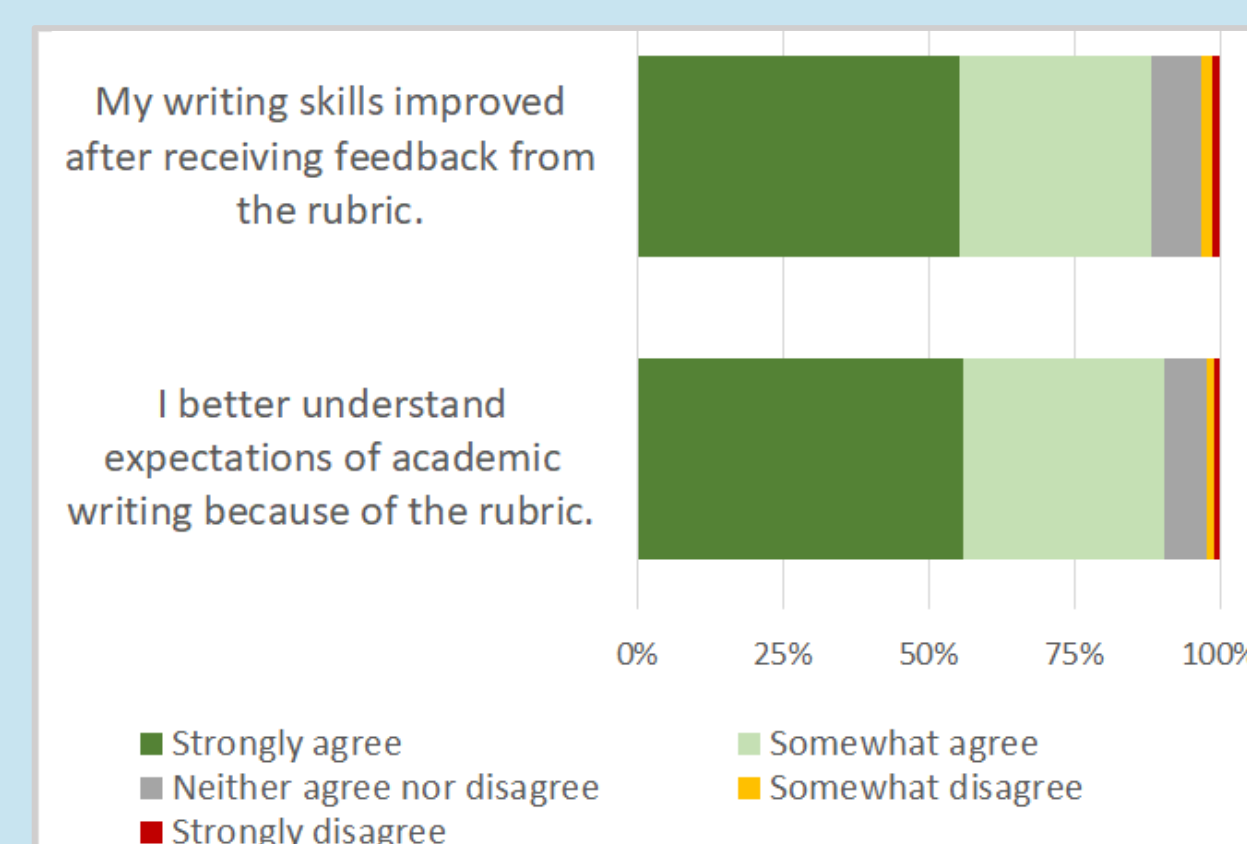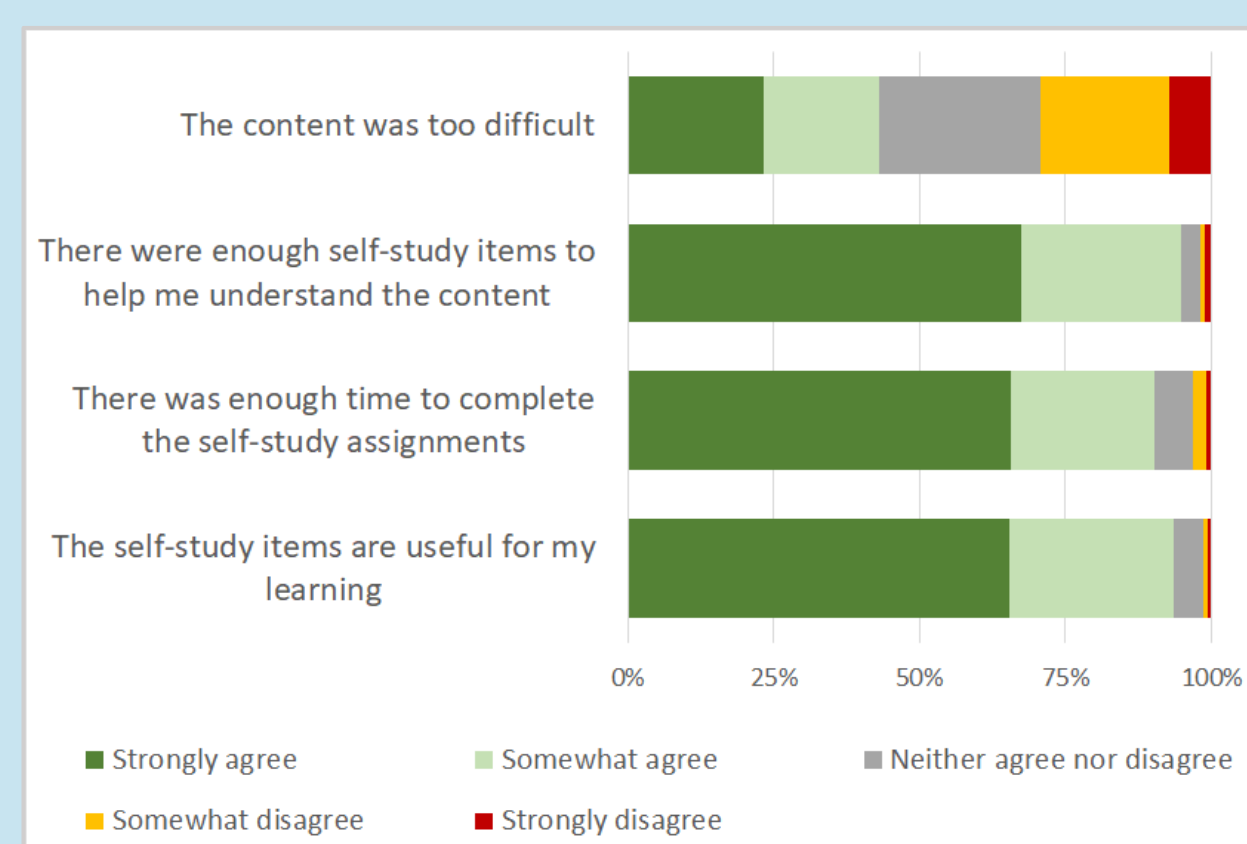


**Figure 4 |** Rubric Feedback

- My writing skills improved after receiving feedback from the rubric.
- I better understand expectations of academic writing because of the rubric.

Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree



**Figure 5 |** Self-Study Feedback

- The content was too difficult
- There were enough self-study items to help me understand the content
- There was enough time to complete the self-study assignments
- The self-study items are useful for my learning

Strongly agree / Somewhat agree / Neither agree nor disagree / Somewhat disagree / Strongly disagree

## Learning Experience

In all 8 courses we enrich students' learning experience with

- Flexible and cost-saving learning (e.g., online quiz banks and digitized materials)
- Autonomous learning (e.g., online discussion, study group)
- Asynchronous and synchronous learning (adaptable to COVID-19-realted online teaching and sustainable in future post-COVID-19 in-person teaching)



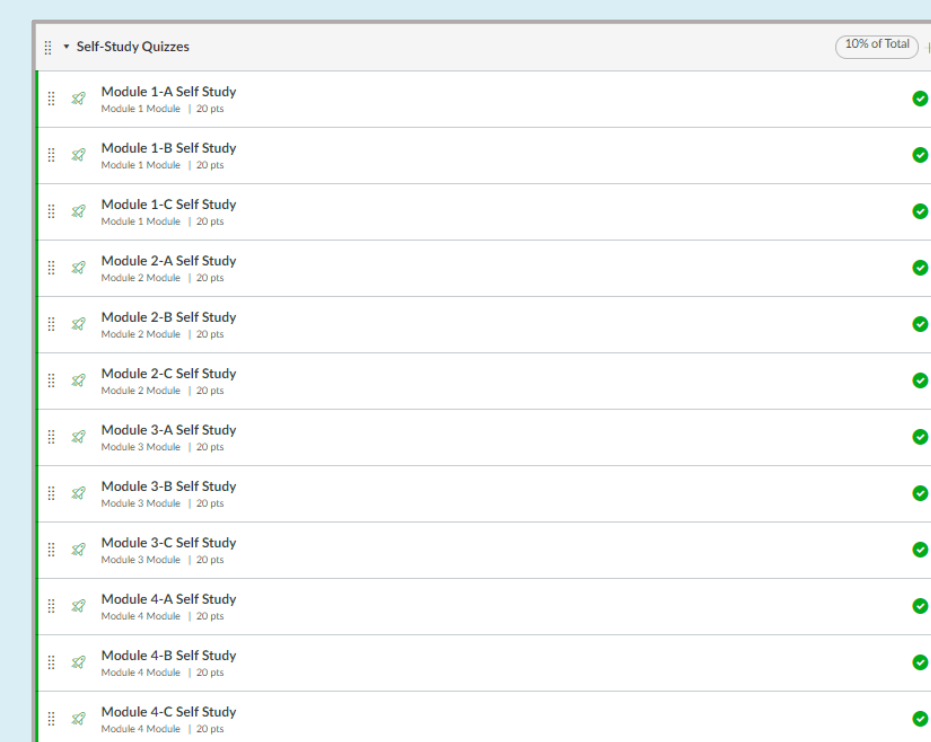**Figure 6 |** CHIN 483 Self-Study Quizzes



**Figure 7 |** CHIN 473 Course Rubrics

Course Rubrics
Group Essay Final Draft Rubric
Group Essay First Draft Rubric
Inter-Group Peer Review Rubric
Internal Self & Peer Evaluation of Group Member Contribution Rubric
Short Analysis Paper (final draft) Rubric
Short Analysis Paper (first draft) Rubric

"Through the study of this course, my thesis writing format is more rigorous, and the writing level has been greatly improved."

*– Anonymous evaluation quote from student*

"This course covers a wide range of knowledge points, ...knowledge on the courseware, ...the relevant background knowledge, ... and the core idea of the course content."

*– Anonymous evaluation quote from student*

## Pedagogical Collaboration

The project has cultivated authentic "communities of practice" by

- Collaboration in course design, development and delivery
- Collaboration between students and instructors
- Collaboration among Arts ISIT, CTLT and Asian Studies



**Figure 8 |** Team workshop photo pre Covid-19



**Figure 9 |** Team workshop photo during Covid-19

"The project reduced the amount of time new team members needed to adjust to both template design and teaching, which was particularly valuable during the pandemic."

*– Anonymous evaluation quote from Instructor*

"In the process of adaption [from Template to sectional teaching], ...teaching of the same course is expected to be sustainable in different hands of instructors, who may enjoy both consistency and flexibility in adapting TLEF templates."

*– Anonymous evaluation quote from Instructor*

### Reflections

- Engage educational experts to design and deliver project
- Reflect on teaching philosophies in practice and apply them in classrooms
- Be student-centered and inclusive of student perspectives
- "Two heads are better than one", so keep an open mind and a team spirit

### References

Barr, R. B., & Tagg, J. (1995). Kolb, D. A. (2014). Kong, Stella (2009). Matthews, Kelly E. (2019). UBC Curriculum Renewal Initiative Resources. Wiggins, G. P. (1998). Zhang, Q. & Amundsen, C. (2015).

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